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ABSTRACT

This set of 4 modules on pre- and postoperative care is 1 of 11 sets in the Health Occupations Education I instructional package for the first year of a 2-year course of study. The materials are designed to prepare students through individualized instruction for entry-level job opportunities on health care teams in a variety of practice settings. Each module may contain some or all of the following components: introduction, directions with materials needed to complete the module, objective, learning activities, student information, student self-check, check-out activities, and evaluator's final checklist to rate student performance. Modules cover these tasks: preparing patients for surgery, providing postoperative care; observing, reporting, and applying binders and bandages; and applying restraints. (YLB)

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HEALTH OCCUPATIONS EDUCATION I

MODULE NO. XI-A to XI-D

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PREPARING PATIENTS FOR SURGERY

INTRODUCTION

Preparing the patient for surgery is a task that actually begins in the doctor's office when the decision for surgery is made. This preparation continues during admission to the hospital and up until the time for surgery. The health assistant plays a key role in working with the preoperative patient. Previous knowledge of tasks concerning blood pressure, temperature, pulse, respiration, patient elimination and patient bathing will be used by the health assistant as part of the preoperative care. He/she will also be responsible for completing the surgical preparations for the patient. In this module, you will be learning how to prepare patients for surgery.

DIRECTIONS

Before you start on this module, be sure you have completed the modules entitled:

Measuring and Recording Patient's Temperature
Measuring and Recording Respiration
Measuring and Recording Blood Pressure
Measuring and Recording the Pulse
Bathing Patient
Dressing Patient
Assisting Bed Patient with Elimination of Body Wastes

Read the objectives. If you think you are able to perform this task, read the Check-Out Activities. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVES

1. Provided a patient scheduled for surgery and the necessary equipment and supplies, prepare a clean operative site. The required preparation solution must be used and the preparation site must be shaved free of hair without causing irritation or injury to the skin.

2. Provided a preoperative patient, physician's orders and the necessary equipment and supplies, prepare the patient for surgery. The following criteria must be met:

   A. Valuables collected and stored in safe place.
   B. Vital signs taken and recorded in appropriate place.
   C. Patient dressed in hospital gown.
   D. Safety precautions taken.

LEARNING ACTIVITIES

1. READ about preoperative care of the patient in your text, Nursing Skills for Allied Health Services, pages 467-478,

   (and/or) _____

2. COMPLETE Student Self-Check, PREOPERATIVE CARE OF THE PATIENT.

3. COMPLETE Student Self-Check, TERMINOLOGY.

4. VIEW Trainex filmstrip, "Preoperative and Postoperative Care."

   (and/or) _____

5. PRACTICE preparing a patient for surgery,

   (and/or) _____

6. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Preoperative Care of the Patient

Read each statement and determine whether it is True or False. On a separate sheet of paper record your response. Mark "T" for True and "F" for False. Check your answers with the key.

1. Preparation for surgery usually begins when the patient is admitted to the hospital.

2. The greatest fear a patient has is death.

3. Taking vital signs is an important preoperative procedure.

4. Patients scheduled for surgery are usually NPO after midnight.

5. A patient scheduled for surgery should empty his/her bladder immediately before going to surgery.

6. A patient may wear his/her own clothes to surgery.

7. Nail polish and makeup may be left on during surgery.

8. The patient's family should be brought to the recovery room when the patient arrives there.

9. A skin preparation is done to make the skin as free from germs as possible.

10. An enema is done before surgery to keep the patient from having a bowel movement during surgery.

STUDENT SELF-CHECK

Terminology

On a separate sheet of paper, match each word in Column A to its definition in Column B. Check your answers against the key.

COLUMN A

1. Hemoglobin
2. Venipuncture
3. Local anesthesia
4. Prosthesis
5. Thoracotomy
6. Hemorrhage
7. Aspirate
8. General anesthesia
9. Laparotomy
10. Nasogastric tube

COLUMN B

A. Excessive bleeding

B. Artificial part

C. Drawing blood from the vein

D. Affects the whole body with a loss of consciousness

E. Surgical opening of the abdomen

F. Carries oxygen in the blood and gives blood its red color

G. Affects a specific area

H. Surgical opening of the chest

I. Tube for taking out or placing material in the stomach.

J. To breathe into the lungs

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, PREPARING PATIENTS FOR SURGERY.

1. You will be provided a preoperative patient and the necessary equipment and supplies. Prepare a clean operative site.

2. You will be provided a preoperative patient and the necessary equipment and supplies. Prepare the patient for surgery.

PREPARING PATIENTS FOR SURGERY

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of preparing patients for surgery.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. When preparing a clean operative site, the student:				
A. Used the required preparation solution.	[ ]	[ ]	[ ]	[ ]
B. Shaved the site free of hair without causing irritation or injury to the skin.	[ ]	[ ]	[ ]	[ ]
2. When preparing a patient for surgery, the student:				
A. Collected the patient's valuables and stored them in a safe place.	[ ]	[ ]	[ ]	[ ]
B. Checked the vital signs and recorded in appropriate place.	[ ]	[ ]	[ ]	[ ]
C. Dressed the patient in a hospital gown.	[ ]	[ ]	[ ]	[ ]
D. Performed safety measures.	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Terminology

1. F
2. C
3. G
4. B
5. H
6. A
7. J
8. D
9. E
10. I

STUDENT SELF-CHECK KEY

Preoperative Care of the Patient

1. F
2. F
3. T
4. T
5. T
6. F
7. F
8. F
9. T
10. T

PROVIDING POSTOPERATIVE CARE

INTRODUCTION

When a patient returns from surgery, he/she is totally dependent upon the medical staff for every need. It is important for the nursing personnel to give very special care to the patient during this time. The health assistant will have a key role in working with postoperative patients. The health assistant must provide safety, prevent complications, provide comfort, and perform basic nursing techniques to determine the patient's condition. In this module, you will be learning how to provide postoperative care.

DIRECTIONS

In order to complete this module you will need a patient in a hospital bed, sphygmomanometer, stethoscope, and four pillows.

Before you start to work on this module, be sure you have completed the modules entitled, "Measuring and Recording Temperature, Pulse, and Respiration," "Measuring and Recording Blood Pressure," "Preparing the Patient for Surgery," "Positioning Patients," "Making Occupied Beds," "Measuring and Recording Intake and Output," and "Applying Bandages."

Read the objective. If you think that you are already able to perform this task, read the Check-Out Activities. Then either arrange with your evaluator about doing the Check-Out Activities.

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Provided a patient in a hospital bed and the necessary equipment and supplies, provide postoperative care. The following criteria must be met:

A. Vital signs must be checked.
B. The patient must be turned and made to cough and take deep breaths.
C. The patient's arms and legs must be moved.
D. Proper body alignment must be maintained.

LEARNING ACTIVITIES

1. READ about postoperative care of the patient in your text, Nursing Skills for Allied Health Services, pages 481-502.

   (and/or)_____.

2. COMPLETE Student Self-Check, TERMINOLOGY.

3. COMPLETE Student Self-Check, POSTOPERATIVE CARE OF THE PATIENT.

4. VIEW Trainex filmstrip, "Preoperative and Postoperative Care."

   (and/or)_____.

5. PRACTICE providing postoperative care.

   (and/or)_____.

6. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Terminology

Match the following terms in Column A with their appropriate definitions in Column B. Check your answers with the key.

Column A	Column B
1. Shock	a. Blood clot inside a vessel
2. Anesthesia	b. Lack of respiration
3. Pulmonary	c. Bluish color of the skin due to a lack of oxygen
4. Hypoventilation	d. Inadequate circulation of blood
5. Apnea	e. Throat
6. Hemorrhage	f. Moving blood clot
7. Cyanosis	g. State of confusion or inappropriate response
8. Pharynx	h. Referring to the lungs
9. Thrombus	i. Voice box
10. Embolus	j. Decreased air into the lungs
11. Coma	k. Excessive bleeding
12. Disoriented	l. Unconscious, unresponsive
13. Larynx	m. Absence of pain

STUDENT SELF-CHECK

Postoperative Care of the Patient

Read each statement below. On a separate sheet of paper, record the best answer to each statement. Check your answers against the key.

1. If a patient has a general anesthesia, he/she
   A. responds to things around him/her, but feels no pain.
   B. is not able to swallow.
   C. is unaware of everything.
   D. needs help to sit up.

2. The first observation made in postoperative care is to
   A. check for breathing.
   B. take the vital signs.
   C. check the dressings for bleeding.
   D. check the level of consciousness.

3. A postoperative patient should be turned on his/her side to
   A. help with breathing and lung expansion.
   B. make him/her comfortable.
   C. relieve some of the pressure on the back.
   D. all of the above.

4. The term "stable vital signs" means that
   A. the readings are the same as the last readings.
   B. the readings are within normal range for this patient.
   C. there are no complications.
   D. the patient is recovering quickly from the anesthesia.

5. Approximately eight hours following surgery, the patient should be asked to void. The reason for this is that
   A. you need to write this information on the chart.
   B. pain can result from a distended bladder.
   C. the kidneys need to be checked to make sure they are functioning after surgery.
   D. this information is needed to decide how long to keep the IV running.

6. It is vitally important to have the patient turn, cough, and deep breathe every two hours. This is done to prevent
   A. blood clot
   B. pneumonia
   C. hemorrhage
   D. shock

7. The postoperative patient should move his/her legs every two hours to prevent
   A. blood clot
   B. pneumonia
   C. hemorrhage
   D. shock

8. Gas pains sometime develop following surgery due to the bowel not being active. One nursing measure that could help this problem is
   A. helping the patient to take deep breaths.
   B. giving the patient ice chips.
   C. having the patient breathe in a paper bag.
   D. assisting the patient to get up and walk.

9. If a patient complains of nausea, you could suggest any of the following except
   A. turn frequently and cough.
   B. lie on the right side quietly.
   C. take small amounts of liquid or ice chips.
   D. take deep breaths through the mouth.

10. If you think a patient is going into shock, the first thing you should do is
    A. give him/her some cold water.
    B. place the patient in the Trendelenburg position.
    C. call for help.
    D. apply more blankets over the patient.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, PROVIDING POSTOPERATIVE CARE.

You will be given a patient in a hospital bed. Provide postoperative care.

PROVIDING POSTOPERATIVE CARE

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of providing postoperative care.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
When providing postoperative care, the student:				
A. checked the vital signs.	[ ]	[ ]	[ ]	[ ]
B. assisted the patient to turn, cough and deep breathe.	[ ]	[ ]	[ ]	[ ]
C. moved the patient's arms and legs.	[ ]	[ ]	[ ]	[ ]
D. maintained proper body alignment during the procedure.	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Terminology

1. D
2. M
3. H
4. J
5. B
6. K
7. C
8. E
9. A
10. F
11. L
12. G
13. I

STUDENT SELF-CHECK KEY

Postoperative Care of the Patient

1. C
2. A
3. D
4. B
5. C
6. B
7. A
8. D
9. A
10. C

OBSERVING, REPORTING,AND APPLYING BINDERS AND BANDAGES

INTRODUCTION

Bandages and binders are made from many kinds of soft materials, such as gauzes, flannels, and elastic fabric and are applied to different parts of the body to hold dressings into place and to provide support. They should be clean and be applied smoothly to prevent pressure areas. Binders are typically used postoperatively or after childbirth. In this module you will learn how to apply a circular bandage and a recurrent bandage to an extremity. You will also learn how to apply a sculteus binder, a breast binder, a T-binder and a double T-binder.

DIRECTIONS

In order to complete this module you will need 7-9 yds. (6-8m) of 2-2½in. (5-6cm) roller bandage, tape, safety pins, sculteus binder, breast binder (or straight binder), T-binder, double T-binder, peri pads, and any other necessary supplies.

Before you start to work on this module, be sure you have completed the modules entitled: "Washing Hands," "Bandaging Patients," and "Applying Splints."

Read the objective. If you think you are already able to perform this task, read the Check-Out Activity. Then either arrange with your evaluator to do the Check-Out Activities,

or,

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVES

Provided a patient, physician's orders and the necessary supplies, apply a circular bandage to a designated area. The bandage must be anchored, have the necessary amount of overlap and tension, and be secured.

Provided a patient, physician's orders, and the necessary supplies, apply a sculteus binder to the abdomen. The binder must provide snug, even pressure to the abdomen.

Provided a patient, physician's orders, and the necessary supplies, apply a breast binder. The binder must provide snug, even pressure to the chest.

LEARNING ACTIVITIES

1. READ about "bandages and binders" on pp. 632 - 647 of your text, Nursing Skills for Allied Health Services.

   (and/or) _____

2. COMPLETE Student Self-Check, Terminology.

3. VIEW the Trainex filmstrip, "Application of Bandages and Binders."

   (and/or) _____

4. PRACTICE putting a circular bandage on another student.

   (and/or) _____

5. PRACTICE putting a recurrent bandage on another student's bent elbow. (The bent elbow will simulate an amputated stump.)

   (and/or) _____

6. OBSERVE a demonstration of a sculteus binder.

   (and/or) _____

7. PRACTICE applying a sculteus binder using another student as the patient.

   (and/or) _____

8. PRACTICE applying a breast binder using another student as a patient.

   (and/or) _____

9. PRACTICE applying a T-binder and/or double T-binder on a mannequin or doll.

   (and/or) _____

10. COMPLETE Student Self-Check, Binders and Bandages.

11. REVIEW Post-Test on page 649 of your text, Nursing Skills for Allied Health Services.

12. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT SELF CHECK

Terminology

On a separate sheet of paper, match the words in Column A to the definitions in Column B.

Column A

1. circular bandage
2. elastic bandage
3. binder
4. bandage
5. recurrent bandage
6. abdominal binder
7. breast binder
8. roller bandage
9. spiral bandage
10. T-binder
11. sanguinous
12. post-paracentesis
13. figure 8 bandage
14. double T-binder
15. sculteus binder
16. triangular bandage
17. edema
18. stump
19. AK amputation
20. serous

Column B

A. the tip of an amputated extremity

B. swelling

C. after a paracentesis

D. a piece of soft material used to wrap to support, protect, and bind

E. a bandage usually used to support the chest or abdomen

F. a bandage that is stretchable

G. used over the end of an amputated extremity

H. a bandage that is wrapped around and around a part

I. bandage in which the turns criss-cross each other, generally used over joints

J. a continuous strip of soft material

K. a bandage that consists of a series of circular turns going up a part

L. is used to hold perineal pads in place

M. has two tails and is used for male patients

N. overlapping bands used to give rigid support

O. used to support or compress the breasts

P. a single width of soft material to support the abdomen

Q. a bandage that is three-cornered

R. above the knee amputation

S. thin, watery

T. bloody

STUDENT SELF-CHECK

Bandages and Binders

Read each statement and complete it with the correct word or phrases. On a separate sheet of paper, record your responses. Compare your answers with the key.

1. Incorrect placement of the overlaps when applying a sculteus binder can cause _____ and _____.

2. Name three purposes of bandages and binders.

   a.
   b.
   c.

3. Bandages and binders must not be too tight because _____ _____.

4. Three signs of impaired circulation are:

   a.
   b.
   c.

5. As a Health Occupations student, when do you apply a binder?

6. When applying the straight binder to the chest or abdomen, why might it be necessary to make darts?

7. T-binders and double T-binders are primarily used to _____ and _____.

8. After applying a bandage, how often do you check for circulation impairment?

9. Why is it advisable to pad bony prominences before applying a bandage or binder?

10. A recurrent bandage is applied to _____.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, OBSERVING, REPORTING, AND APPLYING BINDERS AND BANDAGES.

Provided a patient, physician's orders and the necessary supplies, apply a circular bandage to the right arm.

Provided a patient, physician's orders and the necessary supplies, apply a sculteus binder to the abdomen.

Provided a patient, physician's orders and the necessary supplies, apply a breast binder.

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of observing, reporting, and applying binders and bandages.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. When applying a circular bandage to the right arm, the bandage:				
a. was anchored properly	[ ]	[ ]	[ ]	[ ]
b. had the necessary amount of overlap	[ ]	[ ]	[ ]	[ ]
c. had the necessary amount of tension	[ ]	[ ]	[ ]	[ ]
d. was secured	[ ]	[ ]	[ ]	[ ]
2. When applying a sculteus binder to the abdomen, the binder:				
a. was snug	[ ]	[ ]	[ ]	[ ]
b. provided even pressure to the abdomen	[ ]	[ ]	[ ]	[ ]
3. When applying a breast binder to the chest, the binder:				
a. was snug	[ ]	[ ]	[ ]	[ ]
b. provided even pressure to the breasts	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Terminology

1. H
2. F
3. E
4. D
5. G
6. P
7. O
8. J
9. K
10. L
11. T
12. C
13. I
14. M
15. N
16. Q
17. B
18. A
19. R
20. S

STUDENT SELF-CHECK KEY

Bandages and Binders

1. pressure, discomfort
2. a. to apply pressure in order to stop bleeding or swelling
   b. to provide for immobilization of a part
   c. to hold dressing in place
   d. to protect open wounds
   e. to apply warmth to a joint
   f. to provide support
3. they cut off circulation
4. a. temperature - coldness
   b. color - paleness or cyanosis
   c. movement - numbness or inability to move
   d. pain - burning or tingling
   e. edema or swelling
5. when a physician's order is received, apply the binder
6. to make the binder lay flat and to make it fit snug
7. keep peri-pads or rectal and perineal dressings in place
8. every 30 minutes for an hour and a half
9. it avoids friction, which could lead to a breakdown of the skin
10. hold pressure dressings in place over the tip end of a finger, toe, foot, or stump of an amputated extremity

APPLYING RESTRAINTS

INTRODUCTION

Restraints are used by hospitals and health facilities as a safety measure for the patients and occasionally for the protection of the staff. All restraints must be applied carefully to avoid impairing circulation and causing undue discomfort to the patient. In this module you will learn to properly apply the different types of restraints: wrist restraints, body restraints, jacket restraints, and elbow restraints. Restraints should be applied only when a doctor orders it and when you know how to apply them properly.

DIRECTIONS

In order to complete this module you will need cloth limb holders or wrist restraints, restraint belt or safety belt, body or jacket restraint, elbow restraint, roller gauze, ABD pads or washcloth.

Before you start to work on this module, be sure you have completed the module entitled "Washing Hands."

Read the objective. If you think you are able to perform this task, read the Check-Out Activity. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVES

Provided a patient for whom restraints have been ordered, apply a wrist restraint or limb holder snugly without causing undue physical discomfort to the patient. The restraint(s) must restrict movement of the applicable body part(s).

Provided a patient for whom restraints have been ordered, apply a body or jacket restraint snugly without causing undue physical discomfort to the patient. The restraint must restrict movement of the patient.

Provided a patient for whom restraints have been ordered, apply an elbow restraint snugly without causing undue physical discomfort to the patient. The restraint must restrict movement of the patient.

LEARNING ACTIVITIES

1. READ about the Use of Restraints on pages 619 - 626 of your text, Nursing Skills for Allied Health Services.

   (and/or) _____

2. VIEW Trainex filmstrip, "The Use of Protective Restraints."

   (and/or) _____

3. INSPECT the various physical restraints available at your health care facility,

   (and/or) _____

4. PRACTICE applying various restraints on your student partner,

   (and/or) _____

5. HAVE a partner apply various restraints on you,

   (and/or) _____

6. COMPLETE Student Self-Check, APPLYING RESTRAINTS.

7. REVIEW the Post-test on pages 630-631 of your text, Nursing Skills for Allied Health Services.

8. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Applying Restraints

Read each statement and determine whether it is true or false. On a separate sheet of paper record your response. Check your answers with the key.

1. The use of restraints must meet some need or help the patient.
2. Restraints that limit movement must be ordered by the charge nurse.
3. Restraints can be used as a means of disciplining the patient.
4. The patient's position should be changed every four hours when restrained.
5. Loosen restraints only when the patient pulls them too tight.
6. Restraints are applied loosely so that circulation is not impaired.
7. Restraints may be used to protect patients and staff.
8. To restrain a patient who is trying to pull an IV out, you could apply a leather restraint.
9. For a patient who is trying to get up out of bed, you might apply a body or a jacket restraint.
10. The use of restraints can be explained to patients as "safety belts" for their protection.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, APPLYING RESTRAINTS.

Provided a patient for whom restraints have been ordered, apply a wrist restraint or limb holder to the left wrist.

Provided a patient for whom restraints have been ordered, apply a body or jacket restraint.

Provided a patient for whom restraints have been ordered, apply an elbow restraint to the right elbow.

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of applying restraints.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. When applying a wrist restraint or limb holder to the left wrist, it was applied:				
a. snugly	[ ]	[ ]	[ ]	[ ]
b. without undue physical discomfort to patient	[ ]	[ ]	[ ]	[ ]
c. restricted movement of the left wrist	[ ]	[ ]	[ ]	[ ]
2. When applying a body or jacket restraint, it was applied:				
a. snugly	[ ]	[ ]	[ ]	[ ]
b. without undue physical discomfort to patient	[ ]	[ ]	[ ]	[ ]
c. restricted movement of the patient	[ ]	[ ]	[ ]	[ ]
3. When applying an elbow restraint to the right elbow, it was applied:				
a. snugly	[ ]	[ ]	[ ]	[ ]
b. without undue physical discomfort to patient	[ ]	[ ]	[ ]	[ ]
c. restricted movement of the right elbow.	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Applying Restraints

1. True
2. False
3. False
4. False
5. False
6. True
7. True
8. False
9. True
10. True